



SEAFORD PRIMARY SCHOOL

Year Two Term 2

<p>Topic Title- What's out there?</p>		
<p><u>History</u> Significant people-Shackleton Knowledge Select from the knowledge of history and communicate in a variety of ways</p> <p>Key Skills: Recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times.</p> <p>Identify differences between ways of life at different times</p> <p>Compare pictures or photographs of people or events in the past Compare two versions of a past event; compare pictures or photographs of people or events in the past; discuss photos, accounts and the reliability of stories.</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p><u>Geography</u> <u>Knowledge</u> To be able to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name the worlds' continents and oceans and use maps and globes to locate them.</p> <p>To be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Key Skills: To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><u>Enquiry:</u></p>	<p><u>Science</u> Changing Materials</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, paper and cardboard for particular uses. <p>Working Scientifically Skills: During Year 2, pupils should be taught to use the following practical scientific methods, processes and skills through teaching of the programme of study content -</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions. <p>gathering and recording data to help in answering questions.</p>
<p>English <u>Text/Genre</u> Letter writing – letters written from the perspective of Shackleton's crew. Newspaper reports based on Shackleton's adventures. A range of fiction writing and character studies based on the text 'Oscar and Hoo.' <u>Writing opportunities</u> Letters Newspapers Story Poem</p>	<p>Maths (opportunities for maths links) Recognise equal groups Make equal groups Add equal groups</p>	<p>Computing E-Safety To know how to be kind online Coding I can describe and use instructions to program a character I can program a character to grow and shrink. I can use instructions to make characters move at different speeds and distance. I can use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour. I can create programs that play a recorded sound. I can create programs with a sequence of linked instructions.</p>

<p>Design Technology-Shackleton's Sledge</p> <p>Investigate generate ideas by drawing on their own and other people's experiences</p> <p>Design and Make to identify a purpose for what they intend to design and make to identify simple design criteria to develop their design ideas through discussion, observation, drawing and modelling</p> <p>to know about the working characteristics of materials e.g. fold paper to make it stiffer, plaiting yarn to make it stronger. begin to select tools and materials; use vocab' to name and describe them to measure, cut and score with some accuracy</p> <p>Evaluate to evaluate their products as they are developed, identifying strengths and possible changes they might make talk about their ideas, saying what they like and dislike about them</p>	<p>Art and Design</p> <p>Refine colour mixing to make finer variations of secondary colours without using black and white.</p> <p>Recognise primary and secondary colours and where they sit on the colour wheel.</p> <p>Experiment with different techniques such as splattering, stripping, dripping, pouring – with control.</p> <p>Control the brush marks made with layering.</p> <p>Explore watercolour and poster paints to recognise atmospheres.</p>	<p>P.E</p> <p>Both Terms 1 and 2 will focus on ball skills in Outdoor P.E. Children will practise throwing and catching accurately. Indoor PE is dance based on the theme of a cat, balloons and a unit called 'reach for the stars'. These skills are embedded in all our PE units throughout the year:</p> <p>Skills To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. To use a range of skills that make use of equipment with basic consistency and accuracy.</p> <p>Condition, Health and Well-being To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well.</p> <p>Decision Making To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality. To be able to describe the differences and similarities between sequences.</p>
<p>PSHE</p> <p>I understand that sometimes people make assumptions about boys and girls (stereotypes). I understand that bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I understand that it is ok to be different from other people and to be friends with them. I can tell you some ways in which I am different from my friends.</p>	<p>R.E.</p> <p>Symbols and Religious Expressions-The Advent Crown. Understand the significance of the different candles foretelling the birth of the baby Jesus Pupils retell (through drama) two different stories about Jesus and consider what they mean. They compare the stories and think about what Christians today could learn from the stories Pupils ask 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews.</p>	<p>Music</p> <p>Children will explore sounds. They will explore timbre and texture as they explore descriptive sounds. They will listen to, and perform, music inspired by myths.</p> <p>Pitch</p> <p>Simple pitch patterns</p>
<p>Super Start: Turn the classroom into a boat. On the outside is a simple request for explorers to hop on board (as Shackleton requested). Children to explain why they would be great explorers. Pupils to begin journey.</p> <p>Mystic Middle Newspaper article about Shackleton's journey.</p> <p>Epic End Artwork linked to the Antarctic</p> <p>Links to careers- https://www.clipperroundtheworld.com/crew/life-on-board a website that explores the different jobs on board a modern day exploration/boat race.</p>		